

## Course Specification

A. Course Information				
<b>Final award title(s)</b>	Pg Dip Healthcare Chaplaincy and Wellbeing			
<b>Intermediate exit award title(s)</b>	N/A			
<b>UCAS Code</b>		<b>Course Code(s)</b>	5840	
<b>Awarding Institution</b>	London South Bank University			
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS			
<b>Division</b>				
<b>Course Director</b>	Revd Nana Kyei-Baffour			
<b>Delivery site(s) for course(s)</b>	<input type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input checked="" type="checkbox"/> Other: Guys and St Thomas NHS Foundation Trust (GSTT)			
<b>Mode(s) of delivery</b>	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify			
<b>Length of course/start and finish dates</b>	<b>Mode</b>	<b>Length years</b>	<b>Start - month</b>	<b>Finish - month</b>
	Full time			
	Full time with placement/ sandwich year			
	Part time	1	September	August
	Part time with Placement/ sandwich year	N/A		
<b>Is this course suitable for students on a Tier 4 visa?</b>	No			
<b>Approval dates:</b>	Course(s) validation date	11 <sup>th</sup> May 2022		
	Course specification last updated and signed off	Sept 2023		
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	United Kingdom Board for Healthcare Chaplaincy (UKBHC)			

<b>Link to Institute of Apprenticeship (IoA) Assessment Plan (Apprenticeship only)</b>	None	
<b>Reference points:</b>	Internal	LSBU Group Corporate Strategy 2020-2025: <a href="https://www.lsbu.ac.uk/data/assets/pdf_file/0008/273869/2025-group-strategy.pdf">https://www.lsbu.ac.uk/data/assets/pdf_file/0008/273869/2025-group-strategy.pdf</a>  Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA The UK Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRBs Competitions and Markets Authority SEEC Level Descriptors 2021 OfS Guidance UKBHC Code of Conduct and Capabilities (2014)
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<p>This is a Pg Dip Top-Up course which is a collaboration between LSBU and Guy's and St Thomas' Hospital NHS Foundation Trust (GSTT). This course will be the first Chaplaincy training course in the UK that links academic studies to practice placements in a large, highly diverse, teaching hospital of international standing. This course is aligned to meet the professional competencies, as measured by the UK Board of Healthcare Chaplaincy and to fully meet the academic standards and regulations of LSBU. The course will also be appropriate for those who are already chaplains but wish to enhance their knowledge, skills, and practice further.</p>	
<b>Course Aims</b>	<p>This course allows the individual to explore and evaluate the diverse skills and knowledge needed for spiritual care leadership and management, including learning about compassionate community leadership. The academic modules focus and examine the NHS dimensions of leadership and the justification of theology with reference to multi-faith and belief highly diverse chaplaincy teams and communities. Throughout this course individuals will develop advanced skills to provide excellent pastoral ethical support within the health care environment. This may include circumstances including moments of death and bereavement. Individuals will also evaluate various approaches to research in healthcare chaplaincy from qualitative and quantitative perspectives and critically assess the rigour of different research methodologies to inform contemporary chaplaincy practices, promotive evidence-based practices.</p>	
<b>Course Learning Outcomes</b>	<p><b><u>Pg. Dip course learning outcomes in addition to those above:</u></b></p> <p><b>A Students will have knowledge and understanding to be able to:</b></p> <p>A1: Critically evaluate the research process as a method of enquiry and apply this to generate a research idea. To synthesis and evaluate concepts that inform safe and ethical research practice in chaplaincy practice.</p> <p>A2: Evaluate the ethical approaches to problem solving and the interface between spirituality, health, ethics, pastoral care, and leadership while engaging in a professional chaplaincy role. That individuals are accountable whilst engaging in a professional chaplaincy role for all decisions and practice relating in accordance with the UKBHC code of conduct.</p> <p><b>B Students will develop their intellectual skills such that they are able to:</b></p>	

B1: Review and critically appraise published research, interpret, and synthesise this in the context of existing chaplaincy knowledge whilst upholding ethical principles and make recommendations to enhance the current contemporary evidence base.

B2: Evaluate the styles and approaches to effective strategic leadership in the context of chaplaincy and the delivery of spiritual care.

**C Students will require and develop practical skills so that they are able to:**

C1: Demonstrate management of self and of a team in the context of delivering spiritual care to a cross-cultural and multi-faith and belief community. Demonstrating advanced competence, by being spiritually and emotional intelligence and justifying critical thinking in professional practice.

C2: Evaluate, synthesise the regulatory requirements and ethical frameworks to act proactively in situations when there is a potential cause for concern while working among the vulnerable, patients and carers. Upholding and adhering to approved guidelines to ensure communities are protected.

**D Students will acquire transferrable skills such as they are able to:**

D1: Make informed decisions, and have an in-depth understanding of necessary safeguarding monitoring, the chaplain's role in protecting the public and upholding local and national policy when engaging in the spiritual care of others.

D2: Critically appraise and interpret published research, in the context of health care chaplaincy, this may include the use of tools to synthesis ideas. To use published research to inform business planning and guide service improvements.

### **C. Teaching and Learning Strategy**

This course is a collaboration between LSBU, and their industry partner the Guys and St Thomas NHS Foundation Trust (GSTT). This course is entirely focused upon the development of contemporary health care chaplains. This course will equip and prepare learners to have the knowledge, skills, and attributes that will prepare them to be effective within their roles within healthcare chaplaincy. This course provides the core training needed to manage the diverse challenges and opportunities that individual face as a contemporary health care chaplain

The course team will utilise a variety of teaching delivery methods which include face to face classroom lectures, seminars, e-learning, hybrid learning, practical skills demonstrations, and practice-based learning in the context of the learner. The course team will promote active, participatory, and collaborative peer learning opportunities to enhance social cohesion, participation and to promote learning engagement. Contextual learning will be included, to shape and frame spiritual learning across multi-faith/belief contexts. The use of technology will be utilised in the educational process to enhance skills and understanding of digital literacy.

Scheduled timetabled learning is supported and consolidated by independent student study. The provision of comprehensive reading lists and core electronic resources including the use of websites and other online teaching methods and resources will provide guidance for learners.

Students will be expected to undertake work-based learning in addition to taught modules, academic contact hours face-to-face hours, student managed learning hours, and blended learning hours. This course develops the advanced spiritual care practitioners to reflect independently about their professional practice.

GSTT has a library to which students will have access to during their period of study. Students of LSBU will also have access to the library on the Southwark campus. This provides students with access to a wide range of books, journal, articles, and other specialist materials they will need to complete their studies. E-resources – including over 18,000 full-text journals – can be accessed off-campus 24 hours a day. A team of experienced, professional staff is on hand to give expert support and provide training. <https://my.lsbu.ac.uk/my/portal/Study-Support/Library> Each student has access to each of the module co-ordinators as personal tutors, as well as the Education, Training and Development Associate (GSTT team) co-ordinating the programme for pastoral support.

All students will be fully enrolled and inducted as LSBU and GSTT Students. A joint induction will be given to prepare all the students. They will attend the LSBU library services and digital skills bespoke sessions set up to ensure that they are fully equipped with the necessary knowledge. There will be a mix of teaching methodologies including lectures, groups work, peer assessment, seminars, tutorials, practical and VLE activities throughout the whole MA pathway.

Students will be provided with an academic advisor for each module which they undertake. The support in which they receive is outlined in the Institute of Health and Social Care's Operational Manual 21/22.

A resource document is also required as part of the requirements within the Collaboration partnership with the Guy's & St. Thomas' NHS Foundation Trust contract can also be found as part of the Guy's & St. Thomas' NHS Foundation Validation Submission, this outlines the partners ability to successfully support individuals.

The way in which teaching, and learning can be quality assured is outlined in detail within the partnership Collaborations Handbook (Institute of Health and Social Care's Collaborations Handbook).

## D. Assessment

The assessment strategy for this course has been designed to consolidate learning with the aim of transferring applied knowledge into the health care chaplaincy context promoting real world application and applying learning directly to the faith communities. This approach enables individuals to develop a systematic understanding of spiritual care and cross-communication knowledge within the complex field of different faiths, beliefs, cultural and value systems, while exploring the autonomous role of a chaplain in the environment in which they work.

Formative assessment enables the student to scaffold and build upon knowledge skills and abilities alongside the academic requirements. Students will engage with group debates, group projects, podcasts, pastoral supervision, research plans, self-evaluations, and presentations to promote learning and develop skills within the group. Critical reflection and gaining perspective upon the spiritual self is threaded through the whole course to enable the individual to engage as a critically reflective practitioner.

The variety of summative assessments will encourage students to develop different skills and processes essential to their work as a health care chaplain. This will engage individuals to promote effective and enjoyable teaching and learning experience and help students demonstrate their current strengths whilst identifying areas to develop.

All modules have a formative and summative assessments which integrate modules at all levels to enable students to guide their learning and to seek guidance from the academic team. The use of the assessment grids and the focus on how students could improve their performance forms the cornerstone of the feedback strategy on all assignments. This course takes into consideration the requirements of an inclusive curriculum and diverse assessment strategy which is varied that complements the careers pathways and skills approach.

This new course provides students with the opportunities to develop applied knowledge and skills including improving communication, IT, literacy, and research skills which prepares individuals to enter employment. This course will enable graduates to apply for positions within healthcare chaplaincy within the NHS and other health care settings.

Upon successful completion of the course the student will be eligible to be registered Chaplain with UKBHC register, if not already a registered member. This benchmark is recognised throughout the UK and in NHS hospitals providing a gold standard for professional health care chaplaincy.

Module Code	Module Title 1	Academic Level	Credit	Months of Delivery
	Research Methods in Healthcare Chaplaincy and Wellbeing	7	20	September January Assessed January

### Formative Assessment:

Individual presentation of research proposal using the IMRAD format.

### Summative Assessment:

**CW1: Poster Submission**

Weighting: 70%

Pass Mark: 50%

**CW2: Audio podcast recording**

Weighting: 30%

Pass Mark: 50%

Module Code	Module Title 2	Academic Level	Credit	Months of Delivery
	Ethical & Pastoral Care in a Multi-cultural Society	7	20	January-May Assessed May

**Formative Assessment:**

Group activities, debates, and individual presentations on ethical models in healthcare

**Summative Assessment:****CW1:** Written case assignment 3500 words**Weighting: 100%****Pass Mark: 50%**

Module Code	Module Title 3	Academic Level	Credit	Months of Delivery
	Strategic Leadership & Management in Healthcare Chaplaincy	7	20	February-May Assessed in May

**Formative Assessment:**

Self-evaluation and analysis of leadership and management style

**Summative Assessment:****CW1:** Service review case 3500 words with a focus on an aspect of leadership within a multi-faith and belief community**Weighting: 100%****Pass Mark: 50%****F. Entry Requirements**

Applicants will be considered on an individual basis but will require the following requirements for interview:

**PgDip Top-Up entry requirements:**

1. To have successfully completed the PgCert in Healthcare Chaplaincy and Wellbeing offered as part of the GSTT/LSBU collaboration
2. The candidate must be eligible to be registered with the UK Board of Healthcare Chaplaincy. This includes to show a recognized status as a member or observant with a mainstream Faith Community or Belief Group. A mainstream faith community or belief group are those recognized by the Network for Pastoral,

Spiritual and Religious Care in Health (NPSRCH) or the Free Churches Group. Evidence to be provided. This also included churches together in England and the free churches group.

3. Providing a clear enhanced DBS (Disclosure and Barring Scheme) with POCA (Protection of Children Act) & POVA (Protection of Vulnerable Adults) for hospital placement purposes.

### G. Course structure(s)

The University's Academic Regulations apply for this course: [LSBU Academic Regulations](#)

#### 1.0 Protocol Fail / Compensation

The schools follows the university regulations apart from:

- Students/Apprentices will not be eligible for protocol fail or compensation in any module as a pass in all elements of assessment is required to demonstrate competence.

#### Course overview

Students will undertake three 20 credit modules **part-time** over one academic year. The course will be taught at L7 to achieve a total of 120 credits to qualify for the **PgDip qualification**. The PgDip encompasses following Modules:

Module Code	Module Title	Academic Level	Credit	Months of Delivery
	Research Methods in Healthcare Chaplaincy and Wellbeing	7	20	September January Assessed January
	Ethical & Pastoral Care in a Multi-cultural Society	7	20	January-May Assessed May
	Strategic Leadership & Management in Healthcare Chaplaincy	7	20	February-May Assessed in May

Semester 1		Semester 2	
Research Methods in Healthcare Chaplaincy & Wellbeing (compulsory) <b>M1</b>	20	Ethical & Pastoral Care in a Multi-cultural Society (compulsory) <b>M2</b>	20
		Strategic Leadership & Management in Healthcare Chaplaincy (compulsory) <b>M3</b>	20

#### **Information on Advanced Spiritual Care Practitioner Post:**

Conversations are taking place between HEE, UKBHC, LSBU and GSTT with regards to the Pg Cert being recognised as an enhanced practitioner training and the Pg Dip and Masters courses being recognised as Advanced Spiritual Care Practitioner training. It is hoped that some students from the minority Faith and Belief communities will be funded as part of a pilot study of HEE.

## H. Course Modules

Module Code	Module Title	Academic Level	Semester	Credit
	Research Methods in Healthcare Chaplaincy and Wellbeing	7	1	20
	Ethical & Pastoral Care in a Multi-cultural Society	7	2	20
	Strategic Leadership & Management in Healthcare Chaplaincy	7	2	20

## I. Timetable information

Students will receive timetable for the upcoming lectures for any of the modules, at least two weeks in advance. This information will be published on Moodle for students to access. All study days are available to the student when then apply via the online LSBU portal.

## J. Costs and financial support

### Course related costs

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g., such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).
- Apart from the tuition fees, students may incur some additional cost however the following disclaimer will be made. 'Students may be liable for any additional cost outside of the boundaries of the programme e.g., cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees. These costs will need to be met by the students.' These tuition fees will be collected in accordance with the tuition fees regulations 22/23. This will be made on the course description and on the webpages:

[https://www.lsbu.ac.uk/\\_data/assets/pdf\\_file/0011/12143/TFRs-2022\\_23-final.pdf](https://www.lsbu.ac.uk/_data/assets/pdf_file/0011/12143/TFRs-2022_23-final.pdf)

<https://www.lsbu.ac.uk/study/undergraduate/fees-and-funding>

### Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

## **List of Appendices**

Appendix A: Curriculum Map

Appendix C: Personal Development Planning (postgraduate courses)

Appendix D: Terminology



## Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Course outcomes							
Level	Title	Code	A 1	A 2	B 1	B 2	C 1	C 2	D 1	D 2
7	Research Methods in Healthcare Chaplaincy & Wellbeing (compulsory) M1		T D A		T D A			T D		T D
7	Ethical & Pastoral Care in a Multi-cultural Society (compulsory) M2		T D	T D A	T D A			T D	T D A	
7	Strategic Leadership & Management in Healthcare Chaplaincy (compulsory) M3				T D	T D A	T D	T D	T D	T D A

## Appendix C: Personal Development Planning

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	There will be a personal tutor (could be the module leader or course director) to provide both academic guidance and pastoral support to students while on the course. There shall be formal meetings to be scheduled once every academic semester to facilitate progress review and provide academic feedback. Additional meetings can be arranged on demand.
2 Supporting the development and recognition of skills in academic modules/modules.	Academic writing skills at level 7, critical reading and analysis. Assignment preparation is undertaken during the module delivery. A structured course of numeracy skills which are linked to clinical competencies
3 Supporting the development and recognition of skills through purpose designed modules/modules.	Case studies are provided to support students acquiring the advanced skills techniques. Modules underpin the knowledge and skills required for a qualified practitioner
4 Supporting the development and recognition of skills through research projects and dissertations work.	All academic assignments require literature searching, critiquing and application of theory and practice.
5 Supporting the development and recognition of career management skills.	Strong links with chaplaincy professional bodies
6 Supporting the development and recognition of career management skills through work placements or work experience.	Post-practice interviews in relation to reflection on experiences and setting objectives for future practice. Students are supported and encouraged to identify and achieve their personal objectives and to link this to work opportunities post qualifying. A range of experiences are offered in which students are required to work in an unsupervised way to gain the skills required of a qualified practitioner.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Advice and referred for skills relating to role of a qualified chaplain in respect of management and team working is given both in the hospital setting and outside in other environments.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	The lifelong learning ethos of the NHS is promoted. Modules are based on the requirements of the professional publications.

9 Other approaches to personal development planning.	All students are encouraged to discuss their first future goals. Mock interviews are offered and development of CV's.
10 The means by which self-reflection, evaluation and planned development is supported e.g., electronic or paper-based learning log or diary.	Reflection is a key learning tool for maintaining and improving patient care and this is integrated into all modules of study. Evaluation of the course, utilising the learning logs helps the student to focus on their own personal development as well as the knowledge and skills gaining.

## Appendix D: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body

<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment: formative assessment does not contribute to the final mark, grade or class of degree awarded to students

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic. in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'Course unit' to refer to individual modules
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
<b>seminar</b>	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
<b>workload</b>	see 'total study time'
<b>written examination</b>	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions